



# Beacon Media

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## Classroom management

Written by Rachel Wise <http://www.educationandbehavior.com/get-your-students-motivated/>

# Promoting kindness in the classroom

- The best way to promote kindness and caring behaviors in our classrooms is to model them.
- When we show our students what it LOOKS like and SOUNDS like to be kind, there is a far greater chance they do the same.
- Children watch their teachers all the time and listen to everything they say.

# Listen with your heart

- We teach our students that listening is part of being “ready to learn,”
- but we should also teach our students how to “listen with their hearts”.
- When you teach children to truly listen for the meaning of what is being said, you are teaching them how to be kind and caring.

# Random acts of kindness

- Start a Secret Buddy program.
- Students are asked to think of acts of kindness to perform for their secret buddy, without the buddy knowing who it is.
- Remember, "A little spark of kindness can put a colossal burst of sunshine into someone's day!" (author unknown).

# Be happy and a good listener

- Say hello to your students by name when you meet them in the morning. Smile and show them that you are happy to see them.
- Make time to hear your students' thoughts, ideas, and opinions. Take a genuine interest and give a response that shows you care.

# For good classroom supervision...

- Students are to line up before entering the classroom.
- Students must put hand up if they want to speak.
- Organize classroom furniture and equipment for easy access by students.
- Set classroom rules (at beginning of teaching year).
- Have in place some management rules for discipline.

# Emphasise the positive, not the negative

- e.g., say “finish writing your sentence” instead of “stop talking”.
- Tell your students what you want them to do instead of what you don’t want them to do.
- e.g. say “line up quietly” instead of “no talking in line”.
- “keep your hands to yourself” instead of “no hitting.”.

# Give choices in behaviour management

- Would you like to do your work now, or do it during our special activities time?
- It is important not to deprive students of art, music, sport, recess or lunch time.
- So instead, create a privilege that you can use to take away, e.g. Friday afternoon – “clubs”
- A privilege might be where they sit.
- Only take a privilege away of a student is genuinely acting up – not if they are just slow with their work.

# Give choices to help them make decisions

Examples of choices can include:

- Read a book of your choice and do a book report on it
- For homework, make a poster or write a poem about your favorite activity

# Let them know you are proud of them

- especially when you see them being helpful or kind to others.
- Remind them of class rules to be respectful and speak nicely to others.
- e.g. “You worked so quietly today and completed all your work! Nice job!”
- Also use positive body language, at times, to show your approval (e.g., smiling, giving thumbs up, nodding in approval).

# Praise individual students for making an effort

e.g.

- “You worked really hard on that Maths assignment, Peter”.
- “Great participation during science today, Lisa!”
- Use positive body language, at times, to show your approval (e.g., smiling, giving thumbs up, nodding in approval).

# Give plenty of opportunity for movement

- getting up and stretching
- doing jumping jacks or running in place
- dancing to music
- running an errand – (for some individuals)
- taking the class outside on a nice day
- incorporating academics into a movement activity (e.g., you can do a counting activity while you do jumping jacks)

# Seating plans

- Make sure that students are always seated in the assigned seat.
- Separate students with potential behavior problems.
- Seat students with problems close to your desk.
- Seat students who need assistance with higher ability students.

# Vary your activities

- Don't stay on one activity for too long. Young children should not be sitting on the floor for more than 15 minutes.
- After 15 minutes change the activity, or have an activity break – an action song, a game – something to get them moving.

# Have a class routine

- Routines are helpful for students who have trouble transitioning from one activity to another,
- or for students who have anxiety about what is coming up next.
- Have the routine posted in written form and in picture form for students who have trouble reading or understanding language.

# Give students jobs

- passing out papers
- collecting papers
- running errands to the office
- being a monitor for a younger classroom
- reading to students in a younger classroom
- peer tutor
- cleaning the board

# Attentive listening

- Teach the children the meaning of ‘attentive listening’ and tell them when this is required,
- e.g. for a story being read to the class, or when you are explaining something important.

# Give me five!

- We must have:
  1. eyes looking
  2. ears listening
  3. lips closed
  4. hands still
  5. brain ready

# Silence or working noise?

- Give children freedom to make ‘working noise’ when they are doing group projects, but maintain a quiet classroom for tasks requiring individual concentration.
- For messy projects, such as art or group work with equipment, give students a warning 5 minutes before packing up, so that they are ready for pack up.



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$$\int \frac{1}{x^2} dx = -\frac{1}{x} + C$$
$$\int \frac{1}{x^2+1} dx = \arctan(x) + C$$
$$\int \frac{1}{x^2-1} dx = \frac{1}{2} \ln \left| \frac{x-1}{x+1} \right| + C$$

# Principles for teaching new skills

1. Begin a lesson with a short revision of the previous lesson.
2. Present new material in small steps with student practice after each step.
3. Ask questions about the new information.
4. Show an example of the work they are going to do.
5. Give students practice exercises starting with easy tasks and progress to more difficult.

6. Guide students as they practice or work on new material.
7. Check that students understand at every point.
8. Provide support for difficult tasks.
9. Give students plenty of practice at working on their own.
10. Revise what has been learned, weekly and monthly.

# Communicate with parents

- Let parents know how their child is doing in your class. Parents are thrilled to hear good things about their children.
- Let parents know when their child is following the rules, being kind to others, completing their work, participating, and/or making progress.
- Also, be open with parents when children need to make improvements in a certain area. Tell the parents exactly what their child needs to do to improve.

# Keep calm!

- Do not let your students see you get worked up or bothered by their behavior.
- Some students enjoy seeing you get frustrated and this can lead to an increase in inappropriate behavior.
- No shouting!

# Have a sense of humour

- Smile often.
- Sing something you might normally say.
- Allow time for jokes and games.

# Classroom rules

- Quiet while working.
- Put up your hand and wait to speak.
- Stay where you are meant to be.
- Show respect to others.
- Hands and feet to yourself.
- Use kind words.
- Ask to borrow things.
- Look after equipment.

Draw pictures for children who cannot read the rules

# Classroom rules for younger children



Eyes are watching



Ears are listening



Voice is quiet



Body is calm

**Review your rules regularly.**

# When rules are broken

- Point to the rule, make eye contact with the student or students who broke the rule, and restate it using a neutral, business-like tone (e.g. We raise our hands in class, we remain quiet while working, etc.).
- Some children respond well to a simple visual gesture to remind them of the rule, rather than stating it verbally. A visual gesture could be raising your own hand (to remind the student to raise his hand) or pointing to the area where the student is supposed to be, for example.

# Guiding a student in responding to their unacceptable behavior

- Ask the students to take responsibility for their actions. (Ask if they were responsible.)
- Ask them to admit what they did and apologize for it.
- Ask them to talk about their feelings.
- Ask questions to understand, and listen to their response.
- Ask them to say sorry, and if they are truly sorry, say “I forgive you”.

# When you have to reprimand a students

- Pray with the student before you speak about their behavior. Let them hear you asking God for wisdom, thanking God for their lives.
- Affirm the student and your commitment to them.
- Ask questions to fully understand what happened. They had a reason for acting as they did. Don't accuse, or presume you know why they made those choices.
- Ask how you can help them with the problems behind why they misbehaved.

- Explain why the behavior is unacceptable and what you DO want – the positive behavior.
- Explain what the consequences will be and WHY – how the consequences will help build the positive behavior and restore the relationships.
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# Behaviour consequences in 4 steps

1. Verbal warning
2. Name on board
3. 5 minutes time-out
4. Loss of privilege

# Consequences

- Have the student apologize and make it right, (e.g. fix something, write a note).
- If they hurt one person's feelings, they apologize to that person.
- If they hurt a person's feelings in front of the whole class then they apologize in front of the whole class.
- If you break equipment that means the whole class cannot use it, then they apologize to the whole class and work to rebuild or pay back for that equipment.

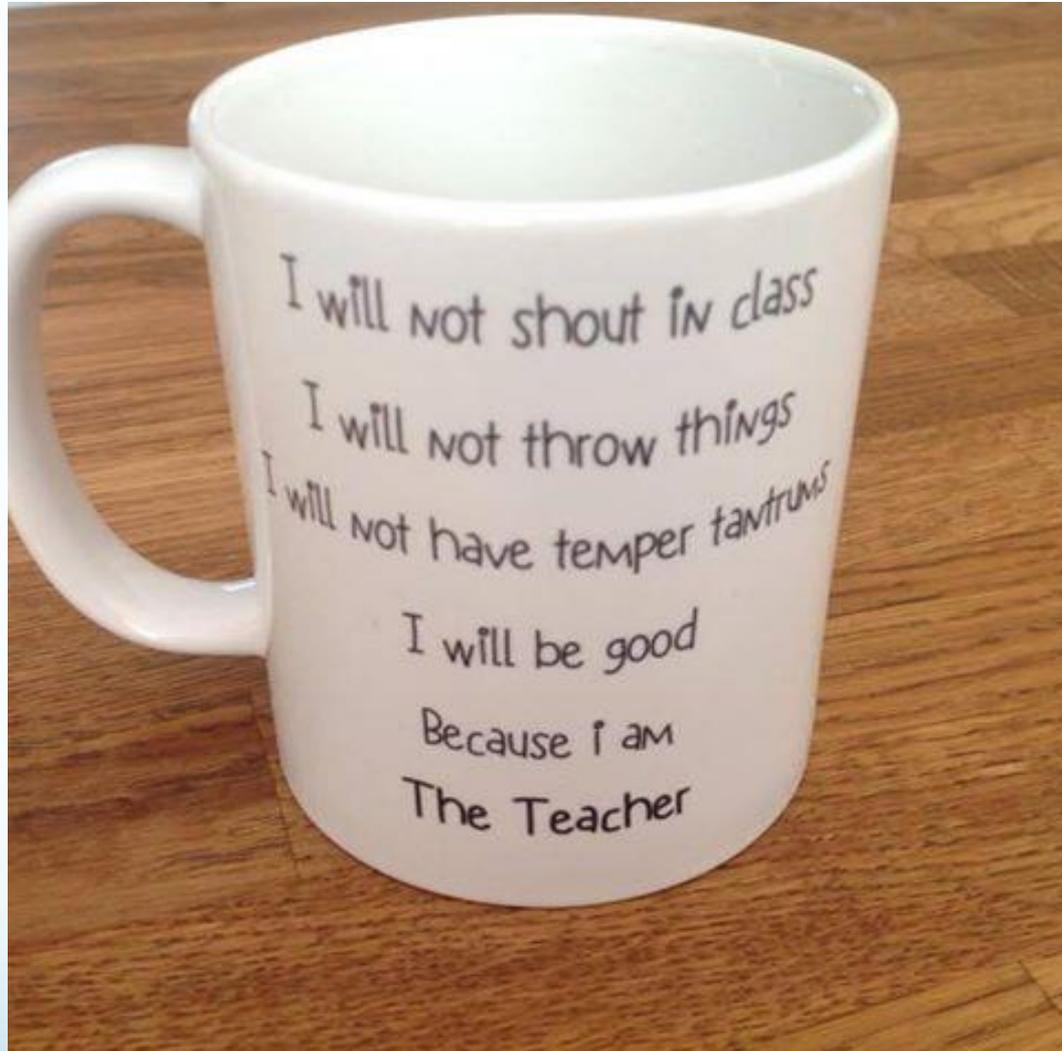
- Don't punish them by denying recess – they need the exercise! You can hold them back a few minutes and talk to them personally.
- Don't punish them with added school work or Bible verses. (It's not helpful for students to see those as a negative!)
- Work with them in whatever they are required to do, e.g. clean or repair the school, stay after to finish homework.

# Helping a child respond well to correction

- Don't react by raising your voice.
- Plan beforehand what you will say.
- Do not correct them in front of others.
- Ask questions to find out fully what happened.
- Ask why they misbehaved.
- Explain why the behavior is unacceptable.
- Explain consequences and be prepared to follow through.

# Serious misbehaviour

- Physical punishment is unacceptable.
- Take the matter to the school principal / head teacher.
- Have a meaningful discussion with parents and try to work through the problem together.
- Parental support will mean more consistency.



I will not shout in class

I will not throw things

I will not have temper tantrums

I will be good

Because I am

The Teacher

# Multi-class teaching

## **Example: Composite Years 1 & 2**

- Maths and English will require small group teaching in ability groups.
- Make sure the rest of the class are well trained to do independent activities while you are working with a group.
- Art, Music, Science, Social Studies, PE and health can be taken as a whole class.

# Designing your Timetable

- **Maths** – 1 hr per day
  - **Literacy** - 1½ hrs per day (handwriting, phonics/spelling, reading, written expression/grammar)
  - **Science, Social Studies, Health** - 2 hrs per week (Treat as one topic)
  - **Music / Drama** – 1 hr per week (better dispersed throughout the day, not one block)
  - **PE/Sport** – 1½ hrs per week
  - **Scripture / Devotions / Values** – 40 minutes per week plus 15 minutes daily.
  - **Art** – 2 hrs per week
  - **Vernacular** – 1 hr per week
- Total 21 hours (School hours = 23 hrs)**